



Kershaw Elementary

108 N. Rollins Dr.

Kershaw, S.C. 29067

Grades	PK-5 Elementary School	
Enrollment	526 Students	
Principal	Dr. Jennifer C. Etheridge	803-475-6655
Superintendent	Richard E. Moore	803-286-6972
Board Chair	Charlene McGriff	803-286-6972

THE STATE OF SOUTH CAROLINA 2009 ANNUAL SCHOOL REPORT CARD

RATINGS OVER 5-YEAR PERIOD

YEAR	ABSOLUTE RATING	GROWTH RATING
2009	Average	Average
2008	Average	Below Average
2007	Average	At-Risk
2006	Average	Below Average
2005	Average	At-Risk

DEFINITIONS OF SCHOOL RATING TERMS

- Excellent – School performance substantially exceeds the standards for progress toward the 2020 SC Performance Vision
- Good – School performance exceeds the standards for progress toward the 2020 SC Performance Vision
- Average – School performance meets the standards for progress toward the 2020 SC Performance Vision
- Below Average – School is in jeopardy of not meeting the standards for progress toward the 2020 SC Performance Vision
- At-Risk – School performance fails to meet the standards for progress toward the 2020 SC Performance Vision

SOUTH CAROLINA PERFORMANCE GOAL

By 2010, SC's student achievement will be ranked in the top half of the states nationally. To achieve this goal, we must become one of the fastest improving systems in the country.

SOUTH CAROLINA PERFORMANCE VISION

By 2020 all students will graduate with the knowledge and skills necessary to compete successfully in the global economy, participate in a democratic society and contribute positively as members of families and communities.

Percent of Student PASS Records Matched for Purpose of Computing Growth Rating

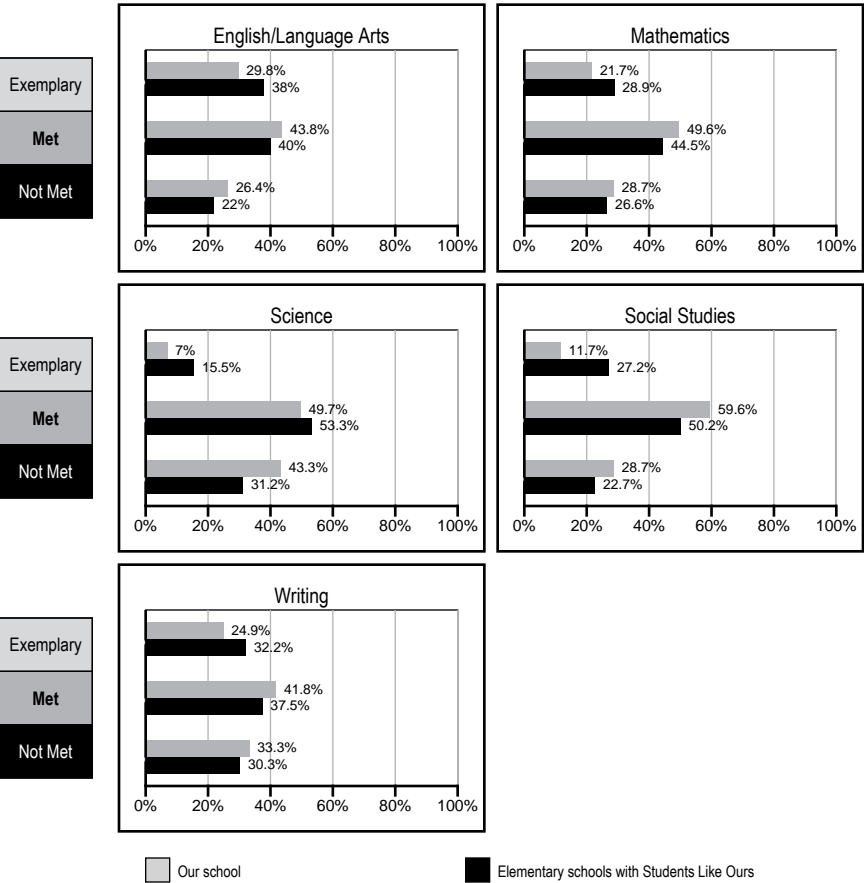
Percent of students tested in 2008-09 whose 2007-08 test scores were located | 97.1%

ABSOLUTE RATINGS OF ELEMENTARY SCHOOLS WITH STUDENTS LIKE OURS*

Excellent	Good	Average	Below Average	At-Risk
4	26	76	3	0

* Ratings are calculated with data available by 06/01/2010.

Palmetto Assessment of State Standards (PASS)



* Elementary schools with Students Like Ours are elementary schools with poverty indices of no more than 5% above or below the index for the school.

Definition of Critical Terms

Exemplary	"Exemplary" means the student demonstrated exemplary performance in meeting the grade level standard.
Met	"Met" means the student met the grade level standard.
Not Met	"Not Met" means that the student did not meet the grade level standard.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

School Profile

	Our School	Change from Last Year	Elementary Schools with Students Like Ours	Median Elementary School
Students (n=526)				
First graders who attended full-day kindergarten	100.0%	No Change	100.0%	100.0%
Retention rate	4.0%	Up from 2.9%	2.0%	1.9%
Attendance rate	95.6%	Down from 96.1%	96.2%	96.3%
Eligible for gifted and talented	6.0%	Down from 7.8%	10.7%	10.0%
With disabilities other than speech	8.6%	Up from 7.6%	9.2%	7.7%
Older than usual for grade	0.5%	No Change	0.5%	0.5%
Out-of-school suspensions or expulsions for violent and/or criminal offenses	0.0%	No Change	0.0%	0.0%
Teachers (n=32)				
Teachers with advanced degrees	65.6%	Down from 72.7%	59.1%	59.4%
Continuing contract teachers	84.4%	Down from 87.9%	83.9%	80.0%
Teachers with emergency or provisional certificates	0.0%	No Change	0.0%	0.0%
Teachers returning from previous year	89.1%	Down from 91.2%	87.0%	85.9%
Teacher attendance rate	95.2%	Down from 96.2%	95.3%	95.1%
Average teacher salary*	\$50,441	Up 1.4%	\$47,262	\$47,149
Professional development days/teacher	17.6 days	Down from 18.4 days	11.6 days	11.1 days
School				
Principal's years at school	8.0	Up from 7.0	4.0	4.0
Student-teacher ratio in core subjects	18.9 to 1	Up from 17.4 to 1	19.0 to 1	18.8 to 1
Prime instructional time	89.1%	Down from 90.2%	90.4%	90.4%
Opportunities in the arts	Good	No Change	Good	Good
SACS accreditation	Yes	No Change	Yes	Yes
Parents attending conferences	100.0%	Up from 99.5%	100.0%	100.0%
Character development program	Excellent	No Change	Excellent	Excellent
Dollars spent per pupil**	\$7,476	Up 11.3%	\$7,217	\$7,458
Percent of expenditures for instruction**	73.2%	Up from 72.2%	68.1%	68.8%
Percent of expenditures for teacher salaries**	68.4%	Down from 68.8%	63.2%	63.2%

* Includes current year teachers contracted for 185 or more days.

** Prior year audited financial data are reported.

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Report of Principal and School Improvement Council

"Expect to be impressed, our children are the best!" This school motto continues to resound in all that we aspire to achieve. A positive school experience for all students is commitment of all stakeholders in our community. From School Improvement Council/PTO Family Nights for every grade level to Adult Education classes and Wee Read materials for newborn members of the Kershaw Elementary family, we strive to be a resource within the Kershaw area for young and old alike! Our entire school family can be proud of our Red Carpet status for family friendliness. The resources for learning are broad and varied in the utilization of the Everyday Mathematics program, a Discovery cluster program using Core Knowledge Curriculum and Multiple Intelligences Theory, and SRA Corrective Reading for identified students. Summer Countdown to Kindergarten and a 4K program enhance early learning experiences for our students. We proudly celebrated the induction of numerous new members into the National Jr. Beta Club who became active in leadership and service projects! Staff development activities for teachers and assistants included sessions in rubric based writing instruction, along with grouping to address individual skill needs and to further enhance planning and evaluation of classroom strategies for our students. Innovative learning experiences and technological opportunities are provided for all students through new Classworks computer software for mathematics and language arts, standards-based field trips on all grade levels, media research, SMART Boards, author visits, and manipulatives in both mathematics and science. Extended day enrichment has been provided through the Partners for Youth Homework Center, 21st Century, and Title I. AmeriCorps members, Teacher Cadets, and Service Learning students, along with parent and grandparent volunteers, provide tutoring and mentoring for our students. Communication was key as student-led conferencing, classroom phone chains, and e-mail were again utilized on a school-wide basis. Visits in the homes of many of our students started the year off right by helping everyone get acquainted. Our Positive Action Character Education program and numerous service learning activities provide citizenship opportunities for our students and staff and support the American Red Cross, St. Jude's Children's Research Hospital, March of Dimes, and the Muscular Dystrophy Association. All students participated in musical and dramatic performances for family and friends during the year. PTO contributions continued to support supplemental instructional materials, funded school-wide activities, helped fund visiting artists, and supplied awards for Accelerated Reader throughout the year. Community support in combination with the involvement of our Kershaw Elementary families and teachers as a team makes a difference in the lives of our children! Jennifer C. Etheridge, Principal; Brandee Young, SIC Chairperson 2008-2009

Evaluations by Teachers, Students and Parents

	Teachers	Students*	Parents*
Number of surveys returned	29	77	43
Percent satisfied with learning environment	89.7%	89.5%	95.3%
Percent satisfied with social and physical environment	96.6%	90.7%	90.7%
Percent satisfied with school-home relations	93.1%	93.4%	92.9%

* Only students at the highest elementary school grade level and their parents were included.

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School Adequate Yearly Progress	YES
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This school met 19 out of 19 objectives. The objectives included student performance, graduation rate or student attendance, and participation in the state testing program.

Definition: As required by the United States Department of Education, Adequate Yearly Progress specifies that the statewide target is met for "All Students" and for the following subgroups: Racial/Ethnic, Subsidized Meals, Disability, and Limited English Proficiency in the areas of English/Language Arts and Mathematics, as well as meeting the statewide target for "All Students" for attendance or graduation rate.

School Improvement Status	RP-DELAY
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School Improvement Key	
NI	Newly Identified-The school missed adequate yearly progress (AYP) for two years. Sanction: Offer school choice.
CSI	Continuing School Improvement-The school missed AYP for three years. Sanctions: Continue school choice and implement supplemental services.
CA	Corrective Action-The school missed AYP for four years. Sanction: Continue school choice and supplemental services. The school district takes a corrective action.
RP	Plan to Restructure-Sanctions: Continue school choice and supplemental services. Develop a plan to restructure. If the school misses AYP the next year, the school implements the restructuring plan.
R	Restructure-The school missed AYP after two years of corrective action. Sanctions: Implement the restructuring plan. Continue school choice and supplemental services.
DELAY	The school met AYP in all subgroups and the indicator for one year, thus the delay provision applies. The school remains in the same status as last year and is referred to as in "Delay."
HOLD	The school made progress for one year in the subject area that identified the school for school improvement. The school remains in the same status as last year and is referred to as in "Hold."

Teacher Quality and Student Attendance		
	Our District	State
Classes in low poverty schools not taught by highly qualified teachers	1.7%	1.7%
Classes in high poverty schools not taught by highly qualified teachers	0.0%	5.8%

	Our School	State Objective	Met State Objective
Classes not taught by highly qualified teachers	0.0%	0.0%	Yes
Student attendance rate	95.6%	94.0%*	Yes

* Or greater than last year

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary*	District % Met or Exemplary*	State % Met or Exemplary*	Performance Objective Met	Participation Objective Met
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English/Language Arts - State Performance Objective = 58.8% (Met or Exemplary)

All Students	274	100	26.4	43.8	29.8	82.2	80.8	82.8	Yes	Yes
Gender										
Male	142	100	31.1	43.9	25	80.3	75.9	79.3	N/A	N/A
Female	132	100	21.4	43.7	34.9	84.1	86.2	86.5	N/A	N/A
Racial/Ethnic Group										
White	203	100	21.8	43.5	34.7	85.5	85	89.5	Yes	Yes
African American	69	100	41.3	44.4	14.3	71.4	71.6	73.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	89.7	92.3	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	78.3	76.5	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	81.3	82.5	I/S	I/S
Disability Status										
Disabled	41	100	N/AV	N/AV	N/AV	28.6	39.4	52	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	66.1	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.9	75.1	I/S	I/S
Socio-Economic Status										
Subsided meals	163	100	34.2	43	22.8	76.5	72.6	75.5	Yes	Yes

Mathematics - State Performance Objective = 57.8% (Met or Exemplary)

All Students	274	100	28.7	49.6	21.7	78.3	79.8	78.9	Yes	Yes
Gender										
Male	142	100	31.1	49.2	19.7	76.5	76.6	77	N/A	N/A
Female	132	100	26.2	50	23.8	80.2	83.4	80.9	N/A	N/A
Racial/Ethnic Group										
White	203	100	22.3	51.8	25.9	83.4	85.6	87.2	Yes	Yes
African American	69	100	47.6	44.4	7.9	61.9	66.7	66.7	Yes	Yes
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	94.9	93	I/S	I/S
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	76.8	76	I/S	I/S
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	87.5	79.5	I/S	I/S
Disability Status										
Disabled	41	100	68.6	28.6	2.9	37.1	44	45.5	I/S	Yes
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	75.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	74.9	76.1	I/S	I/S
Socio-Economic Status										
Subsided meals	163	100	36.2	49	14.8	72.5	71.2	70.2	Yes	Yes

* Adjusted to account for natural variation in performance.

Abbreviations for Missing Data

N/A–Not Applicable N/AV–Not Available N/C–Not Collected N/R–Not Reported I/S–Insufficient Sample

PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary
Science								
All Students	182	100	43.3	49.7	7	56.7	64.3	67.5
Gender								
Male	97	100	41.1	52.2	6.7	58.9	64.5	67
Female	85	100	45.7	46.9	7.4	54.3	64.2	68
Racial/Ethnic Group								
White	136	100	34.1	57.4	8.5	65.9	71.1	79.5
African American	44	100	72.5	25	2.5	27.5	48.8	50.3
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	79.2	84.3
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	64.2	60.7
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	I/S	71.2
Disability Status								
Disabled	26	100	N/AV	N/AV	N/AV	23.8	32.3	35.6
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	46.1
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	60	59.6
Socio-Economic Status								
Subsided meals	105	100	53.1	41.7	5.2	46.9	51.5	55.1

Social Studies								
All Students	182	100	28.7	59.6	11.7	71.3	68.8	72.3
Gender								
Male	89	100	25.3	62.7	12	74.7	67.2	71.5
Female	93	100	31.8	56.8	11.4	68.2	70.5	73.2
Racial/Ethnic Group								
White	130	100	22.8	64.2	13	77.2	73.7	80.7
African American	50	100	45.7	47.8	6.5	54.3	58.3	60
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	80.8	88.5
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.6	68
American Indian/Alaskan	N/A	N/AV	N/A	N/A	N/A	N/A	72.7	72.2
Disability Status								
Disabled	27	100	N/AV	N/AV	N/AV	37.5	34	43.5
Migrant Status								
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	50.7
English Proficiency								
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	59.5	67.9
Socio-Economic Status								
Subsided meals	116	100	30.8	58.9	10.3	69.2	59.6	62.1

Abbreviations for Missing Data

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PASS Performance By Group

	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	School % Met or Exemplary	District % Met or Exemplary	State % Met or Exemplary	School Attendance Rate	District Attendance Rate
Writing										
All Students	272	99.6	33.3	41.8	24.9	66.7	67.7	70.2	95.6	96
Gender										
Male	140	99.3	40.6	44.4	15	59.4	59.6	63.2	95.3	95.8
Female	132	100	25.8	39.1	35.2	74.2	76.4	77.5	95.9	96.1
Racial/Ethnic Group										
White	201	100	28.4	43.8	27.8	71.6	73.2	79.1	95.5	95.7
African American	68	98.5	48.4	35.9	15.6	51.6	55.2	57.6	95.9	96.5
Asian/Pacific Islander	N/A	N/AV	N/A	N/A	N/A	N/A	71.8	86.2	96.4	97.7
Hispanic	N/A	N/AV	N/A	N/A	N/A	N/A	63.8	62.6	93.9	96.2
American Indian/Alaskan	1	I/S	I/S	I/S	I/S	I/S	70.6	68.7	88.3	95.3
Disability Status										
Disabled	42	97.6	77.5	20	2.5	22.5	21.7	26.1	93.7	94.6
Migrant Status										
Migrant	N/A	N/AV	N/A	N/A	N/A	N/A	N/A	54.7	N/A	N/A
English Proficiency										
Limited English Proficient	N/A	N/AV	N/A	N/A	N/A	N/A	55.9	61.2	97.2	96.5
Socio-Economic Status										
Subsidized meals	158	99.4	41.1	42.4	16.6	58.9	56.9	58.9	94.9	95.3

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PASS Performance By Grade Level

	Grade	Enrollment 1st Day of Testing	% Tested	% Not Met	% Met	% Exemplary	% Met or Exemplary
English/Language Arts							
2009	3	94	100	34.1	34.1	31.8	65.9
	4	90	100	27.4	44	28.6	72.6
	5	90	100	17.4	53.5	29.1	82.6
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Mathematics							
2009	3	94	100	38.6	48.9	12.5	61.4
	4	90	100	20.2	45.2	34.5	79.8
	5	90	100	26.7	54.7	18.6	73.3
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Science							
2009	3	47	100	56.8	38.6	4.5	43.2
	4	90	100	39.3	48.8	11.9	60.7
	5	45	100	N/AV	N/AV	N/AV	62.8
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Social Studies							
2009	3	47	100	20.5	63.6	15.9	79.5
	4	90	100	20.2	65.5	14.3	79.8
	5	45	100	53.5	44.2	2.3	46.5
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A
Writing							
2009	3	93	98.9	45.5	31.8	22.7	54.5
	4	89	100	27.1	50.6	22.4	72.9
	5	90	100	27.3	43.2	29.5	72.7
	6	N/A	N/AV	N/A	N/A	N/A	N/A
	7	N/A	N/AV	N/A	N/A	N/A	N/A
	8	N/A	N/AV	N/A	N/A	N/A	N/A

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